

VOLUME III

The

NUMBER 9

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



FEBRUARY, 1923



Secondary Education a Necessity



WE are only beginning to recognize our responsibilities to the adolescent, to recognize he is entitled to our guidance and care, and that he needs it probably more than he has at any previous period of his life. He is at the parting of the ways; he is ceasing to be a child, but is not yet a man; he is beginning to be interested in the matters related to his life work, in the problems of society, and of the State. More can now be done toward training his character than at any previous or subsequent period of his life. One of the blunders of civilized countries, a blunder that has led to an enormous increase in the number of youthful vagabonds and criminals, has been to neglect the adolescent, and to act as though there were a sharply defined line separating the child from the man, and that it is feasible and wise to care for the child systematically up to fourteen (fifteen in Alberta) and then leave him abruptly and absolutely to the tender mercies of the factory and street.—EDWIN G. COOLEY

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- 14 Precipitation in Canada, showing amount in inches
- 15 Temperature, shown in colors
- 16 Maritime Provinces
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- 19 Quebec and Ontario, showing natural resources
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- 35 Wheat Production of the World
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The A. T. A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the Tenth of Each Month



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members of the A.T.A. are earnestly requested to apply
for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
10701 University Ave., Edmonton.

Official Announcements

RE RESOLUTIONS FOR THE ANNUAL GENERAL MEETING

Has your local yet prepared resolutions to be passed at
regular meeting to be sent up for consideration at the annual
general meeting? There will be a great deal of work for locals
to do during the next few months and we would therefore very
strongly urge that the annual general meeting business should
be well in hand before the end of January.

RESOLUTIONS FOR ANNUAL GENERAL MEETING

Resolved: That we, the members of the A.T.A., go on record
as urging the members of the teaching profession to adhere to
the Alliance minimum of \$1200. We fully realize it to be easier
to maintain the present rate of salary than to bring back the
standard later.—Orion.

Resolved: That, as in our opinion the snap judgment of a
teacher and class-room by an inspector is not infallible, a report,
in copy, of the one about to be furnished the school board, be
placed in the hands of the teacher of the class inspected in time
for approval or disapproval with reasons for complaint if any,
before the report is forwarded to the board of that district.

—Lethbridge.

Resolved: That, whereas the demand for better qualified
teachers is increasing in Alberta; therefore, be it resolved that
we petition the University of Alberta to take such steps as
may be necessary to offer summer courses similar to those of
Eastern Universities.—Calgary.

Resolved: That, whereas in past years teachers have been
asked to preside at Departmental Examinations without re-
muneration; therefore be it resolved that the Department be
petitioned to provide paid examiners for this purpose.—Calgary.

Resolved: That, whereas opportunity has been granted to
representatives of the Alliance to confer with the Department
of Education concerning the basis of inspection of High School
teachers; be it resolved that the Central Executive avail them-
selves of the privilege at the earliest possible opportunity, and
that an official report of the same be submitted to Local Al-
liances.—Calgary.

Resolved: That, whereas we believe it would be a decided
advantage to teachers in the rural districts to have some re-
liable information from A.T.A. with respect to accommodation
and living conditions in such districts, be it resolved that the
General Executive be instructed to work out at once a basis
(in conjunction with the Department of Education if possible)
of compiling statistics as to aforesaid conditions in rural schools,
and that such information be readily available for the Normal
School Students.

Resolved: That, whereas teachers are recognized as being in
the highest sense servants of the state; whereas the Government
of the Province of Alberta has recognized the necessity of pro-
viding for its civil servants by inaugurating a pension scheme;
whereas some incentive is required to induce teachers to remain
in their profession, be it resolved that the Central Executive
be instructed to take up the working out of a Pension Scheme
with the Provincial Government.—Calgary.

Resolved: That, whereas there exists a difference in the open-
ing of schools for the fall terms, and some Boards have taken
advantage of the opportunity to open in August, be it resolved
that the date be made statutory to follow Labor Day for City
Schools.—Calgary.

Resolved: That for all members of the Alberta Teachers'
Alliance, without exception, membership in the Provincial body
shall continue for a period of one calendar year from the date
of payment of the annual membership fees, no matter when
paid, and that formal notice of renewal of membership be sent
to each member toward the end of his year of membership. The
period of grace covering non-renewal to be decided by the Gen-
eral Executive.—Calgary.

Resolved: That it is desirable in the interests of the High
Schools of the Province of Alberta, that the University give
courses especially suited to the training of teachers who shall
be specialists in their departments; that the Department of
Education specify which of the courses must be taken to give
Specialists' Standing in the various branches; and that the
Department of Education issue Specialists' Certificates to grad-
uates successfully completing such courses and taking the neces-
sary professional training.—Calgary.

Resolved: That in the interests of the High Schools of this
Province it is desirable that Special Professional Training sim-

ilar to that of the College of Education be provided for those wishing to qualify for teaching in our High Schools.—Calgary.

Resolved: That in view of the decision rendered recently in the Supreme Court of Alberta, Appellate Division, *Ruth E. Johnson v. Trustees of McEwan School District and A. J. Pestell*, the Department of Education be requested to issue for the use of School Boards and Teachers a brief form of Engagement, to be signed by the Chairman of the School Board in duplicate and then transmitted by the School Secretary to a prospective teacher for his signature, the said form to be held by the Department as legally binding upon both School Board and Teacher until such time as the regular form of agreement may be signed.—Calgary.

Resolved: That whereas a lack of definite information has led to much misunderstanding, a full and detailed statement of the money collected and disbursed at the time of the Edmonton Strike, be given to the teachers of the Province.—Calgary.

Resolved: That some definite plan be evolved by the General Executive for a fair and equitable basis of settlement of the Edmonton Strike Levy: Either by a Special Tax incorporated into the annual fee for each teacher until a sufficient sum is raised to reimburse all; or by an exemption of a certain percentage of contributing members from the annual fee; or in some other way making an adjustment whereby all are accorded the same treatment.—Calgary.

LOCALS MUST REPORT BEFORE DIVIDING ANNUAL MEMBERSHIP FEE

The Provincial Executive have instructed the General Secretary to inform Locals who wish to avail themselves of the accommodation provided for dividing the annual membership fee, that they must inform the General Secretary-Treasurer that an amendment to the Local Alliance Constitution providing for such division has been duly passed.

MEMBERSHIP FEES

Secretaries of Locals are earnestly requested to particularly stress the following:

1. Fees collected in the early part of the year (Easter to Midsummer) assist materially in enabling the Provincial organization to finance during the most difficult period of the year.
2. The usual time for changing schools is at Midsummer and teachers who have signed their applications previously to that time will not have to be again located.
3. All NEW members will have their certificates of membership dated ONE YEAR FROM THE DATE OF APPLICATION. This means that all future fees will carry new members for twelve months and that members joining for the first time from now will no longer be nominally in arrear after Easter as has been the case heretofore. A full year's membership will be given for a year's fee.
4. The fees remain the same as for the past year.

PAYMENTS REQUIRED OF MEMBERS

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N.B.—The above dues include membership to the Canadian Teachers' Federation. The subscription to the "A.T.A. Magazine" is not compulsory, but no loyal member of the Alliance should withhold the \$1.00 subscription.

5. A vigorous collection campaign now will do more than anything else to assist the Executive in planning for the entire

year. A splendid collection report will mean more than most members realize.

Has your Local appointed a good live membership committee?

MEMBERSHIP FEES FOR CURRENT YEAR, ENDING EASTER, 1923

Will local secretaries please concentrate on the collection of fees? Many who were members last year have not remitted their fees for the current year. All those who have not paid by December 31 will **TECHNICALLY** be members no longer; in any case it will be necessary to take their names off the mailing list of the "A.T.A. Magazine."

CRITICISM OF NEW COURSE OF STUDIES FOR PUBLIC SCHOOLS

The Executive is having prepared a questionnaire on every subject in the New Course of Studies. Each questionnaire will be published in the "A.T.A. Magazine" so that all members will be supplied with a copy and be able to come to the meetings prepared to express their opinions on this all-important professional matter. The questionnaire will give a general direction to the discussion of local groups of teachers and will provide as simple a means as possible of arriving at the majority opinion of the teachers throughout the Province with respect to each subject.

CONTRACTS—TEACHERS ACCEPTING NEW POSITIONS

A recent judgment of the Alberta Appeal Court shows that a secretary-treasurer of a school board cannot be delegated to make arrangements for appointing a teacher except the school board has by resolution at a regular or special meeting specifically appointed the particular teacher. If a teacher receives a letter from a school board accepting him as teacher it is necessary that there be a guarantee given that a resolution such as referred to above has been formally passed by the board; otherwise the teacher has no hold on the school board nor any of the members or officials thereof. The contract **MUST** be signed before the teacher commences duties.

LOCALS

Have you tried to form a local and been discouraged and unsuccessful? The time of disappointment should now be ended. No longer is it necessary to be compelled to gather together six members or have no Local Alliance. If as few as **THREE TEACHERS** can meet in one centre, the Annual General Meeting has instructed the General Secretary to recognize them as a Provisional Local Alliance; that is to say: If headquarters is informed of the name of the Provisional Local Secretary all official notices, communications, etc., will be forwarded. Don't be satisfied by being merely a "member at large": get into the organization work, and make the Alliance function in your midst—Provisional Locals should spring up everywhere. **MAKE SURE OF ONE WHERE YOU ARE.** Don't leave it to "George" to do it. Do your "bit."

REPORTS OF LOCAL ALLIANCE MEETINGS, ETC.

The A.T.A. Magazine does not contain sufficient Alliance news. This complaint is frequently made. The fault, however, is not due to the management, but to the fact that the Editor and others responsible for collecting material for the Magazine are not given the necessary support by the Locals. If a Press Correspondent has not been appointed by your Local, the Secretary or President should send in reports of Local Alliance Meetings, School Fairs, Items of Personal Interest—to members, new appointments, marriages of members, deaths of members, etc., Reports of Conventions and Institutes, and all other items of local educational interest. These reports are really **DESIRED**, and persons sending same will receive the sincere thanks of the Provincial Executive.

NAMES AND ADDRESSES OF LOCAL SECRETARIES

| Local Alliance | Name and Address of Secretary |
|-------------------------------------|---|
| BARONS | Miss C. M. Ingraham, Barons. |
| BASHAW | J. L. West, Bashaw. |
| BASSANO | Mrs. Bell |
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| CESSFORD | Mr. Adams, Cessford |
| DUCHESS | Miss Smith, Duchess |
| ENCHANT | Mrs. Hill, Enchant |
| ROSEMARY | Mr. McNamara, Rosemary |
| ATHABASCA | Mr. C. O'Daly. |
| LINFIELD | Mr. W. Wallace |

Newly appointed Secretaries of Locals are asked to inform Headquarters immediately after appointment in order that our record may be kept up-to-date. The list of Locals and Secretaries will be published every month in the A.T.A. Magazine.

ALLIANCE ACTION RE COLLECTION OF MEMBERS' SALARY OVERDUE

The General Secretary-Treasurer is receiving a large number of letters from teachers complaining that their salary is in arrear, and at the same time requesting us to do all in our power to assist them in collecting same. However, in most cases, the person in trouble does not provide us with the necessary information which would enable us to deal expeditiously with the matter, and much unnecessary correspondence and delay is the result.

If it be possible, the following particulars should be placed in our hands:

(1) Date contract was signed. (If possible send copy of contract).

(2) Date on which the teacher commenced duties.

(3) Number of days taught, together with the number of days absence through sickness, certified to by a duly qualified medical practitioner; also number of days' absence for the purpose of journeying to and attending teachers' convention or conventions.

(4) Yearly salary. State here whether or not the contract was in force a full calendar year.

(5) Amount of salary due under the terms of the contract, both paid and unpaid.

(6) Amount of salary received—give dates of receipt or cheques or cash, and amount in each case. If notes have been given in payment, give the face value, the rate of interest, date of signing, the time, due date, amount of interest accrued to date, and where the note is made payable.

(7) Amount of salary due and unpaid, less the face value of any notes or other negotiable paper given in part or whole payment of the debt.

(8) If the board disputes the debt or any portion thereof, also the contentions of the board in respect to the disputed amount.

We would also respectfully request our members to give as far as possible the financial situation of the debtor school district. It is obviously useless and perhaps unjust to sue a school board and augment the claim by the amount of law costs, if the school is located in an area in which there has been a succession of crop failures. The Alliance will only take legal steps to collect debts for salary overdue and unpaid in cases where there is reasonable suspicion that the school board is not making an honest attempt to meet their obligations to the teacher.

JOHN W. BARNETT,
General Secretary-Treasurer

TEACHERS IN DIFFICULTIES

Members are urgently requested not to prejudice their case by acting without having received advice

previously. Several cases have recently been brought to our notice where teachers have been stampeded into action—have even resigned—thereby rendering it impossible for the Alliance to be of assistance.

If a member in difficulties is a member of a Local Alliance, refer your case to the Local Executive, and if they so recommend, the matter may be referred to Headquarters. A report should be forwarded by the local executive. Many cases may be more expeditiously and successfully dealt with by the Local Alliance than by the Central body. Local organizations should function wherever possible.

If a Member at Large, a letter, lettergram or long distance phone call can be promptly attended to, and the necessary advice tendered. (Phone Number 31583, Edmonton.)

Memorandum of Conference with the Minister

CONTRACTS

Alliance continued to press for amendment to prescribed form as suggested in the Manifesto.

Minister contended that rural boards, at least, were not prepared, neither were the public, to accord to members of the Alliance the privilege of having an official of their organization present at investigations into terminations of teacher's contract.

Minister offered to abolish the Board of Conciliation, have a simple form of contract and have the Ordinance so amended that, before notice is given, it will provide for:

"A hearing of the teacher, and that due notice of the date of the hearing be given to him: that if the Board finally gives notice to the teacher he will have the privilege of appealing to the Minister of Education."

Arising out of the above suggestion a long discussion took place. The Chief Inspector recognized that, technically, it might eliminate the Alliance in watching the interests of members in difficulties of this kind. The Alliance suggested that it would be impracticable for them to accept the suggestion unless the reasons for the dismissal were specifically entered in the minutes of the Board meeting at which the hearing took place. The representatives of the Alliance contended that the official investigator (generally an Inspector of Schools) should have something definite on which to base an enquiry other than the mere facts of the dismissal and the appeal. The Department undertook that they they would provide for power being vested in the Minister to reinstate a teacher.

RE PAYMENT PER ORDINANCE

Two suggestions were considered:

(1) That the teacher receive 1-10 of a year's salary each month;

(2) That the teacher be paid 1-200 of a year's salary for each teaching day.

Both parties approved of the 200-day year. "I'll take a chance on a 200-day year," said the Minister.

RE UNPAID SALARY OF TEACHERS

The Minister expressed his anxiety at economic conditions of school districts in certain parts of the Province.

The idea of giving a teacher first call on the assets

of a school district—a lien similar to a mechanics' lien on property—was open to serious question. It was pointed out that a loan at the bank was generally obtained for the purpose of paying the teacher's salary.

It was also pointed out that if school boards were compelled to settle arrears of salary many school boards would not find it possible to operate the school at all and a large number of teachers would be out of employment.

It was agreed that school grant should be applied to the salary of the teacher who had taught during the period for which the grant was payable.

It was agreed that a school board should be obliged to render a statement of its financial condition if a teacher applying for service with them ask for same.

PERMITS

The Minister said he was as anxious to dispense with permit teachers as was the Alliance. He is strongly opposed to issuing permits except in cases where the school would remain indefinitely closed if a permit were not issued.

The question of the practice of passing practically 100 per cent. of the Normal School students was briefly touched upon, but no conclusion arrived at.

INTEREST ON SALARY UNPAID

It was agreed that interest at 8 per cent. be payable to teacher on salary overdue after the end of each term.

EASTER WEEK A STATUTORY HOLIDAY

It was understood that provision would be made for Easter week to be a statutory holiday in the villages, towns and cities, at least. In rural districts it might be made optional. It was also considered advisable to dispense with Arbor Day and Ash Wednesday, and the elimination of Empire Day and King's Birthday as statutory holidays was also discussed.

TEACHER REPRESENTATION ON SCHOOL BOARDS

In reply to a suggestion made in the Manifesto that the obstacle, if any, against teachers being allowed to sit with school boards in a consultative capacity be removed, the Minister stated that he was unaware that any such legal obstacle existed; there is nothing in the Ordinance which prevents a school board making provision for any person or persons to sit with them in a

consultative capacity if the school board sees fit to invite them to do so.

ALLIANCE REPRESENTATIVE ON EXAMINATIONS' BOARD

The Minister stated that he was prepared to appoint a representative of the Alliance to the University Matriculation and High Schools Examinations' Board, and that the Alliance is now free to nominate someone for appointment by the Minister.

PENSIONS SCHEME

The Minister informed that it would not be possible to introduce a pension scheme for teachers at this particularly difficult time. He is quite willing, however, to draw up a scheme in consultation with representatives of the Alliance.

REVISION OF CURRICULUM

When the Committee is appointed to take care of the criticisms of the New Course of Studies for Public Schools the Alliance will be granted the privilege of nominating some person or persons to be appointed to sit with the Committee.

INSPECTORS' REPORTS

Deputy Minister Ross said he was quite willing to meet with Alliance representatives re High School Inspection and method of issuing reports to teachers and board.

Chief Inspector Gorman promised that Inspectors' reports be mailed to all teachers by Inspector. He promised that in cities the report would not first be sent to the Board, who would forward the report to the teacher, as is the case in Edmonton.

The Minister expressed the opinion that there be a definite system of efficiency grading of teachers, in order that rural school boards might know the quality of the teacher they were employing. Mr. Newland contended that hard and fast rules of grading were very difficult to frame owing to different estimates of different inspectors of the same teacher's ability. Inspector Gorman recognized this obstacle, but contended that it was not the intention of the Department to make too fine a degree of grading. Any experienced teacher or inspector could, within certain broad limits, say whether or not a teacher be weak, average, or very good—these broad lines of demarcation could be decided by all supervising officers with a reasonable degree of accuracy to serve the purpose required. Opinions of different inspectors might differ as to the degree of obvious weakness or recognized efficiency of a particular teacher—the narrow shades of weakness or efficiency were not aimed at at all. The Minister stated that what he had in mind was that a rural board should be able to ask for a good teacher and be sure of getting one if they were prepared to pay for such; at the present time, no matter what a board is prepared to pay, a rural school board must take a chance of getting an efficient teacher. A system of grading would obviate this.

QUESTIONS ARISING OUT OF THE McEWAN APPEAL

Not touched upon.

EMPLOYMENT BUREAU AND DISPUTES BETWEEN ALLIANCE AND SCHOOL BOARD

Not touched upon. No time.

A. T. A. Executive Meets the Minister

THE following is a memorandum of the Round-table Conference of members of the Executive of the Teachers' Alliance with the Minister of Education and officials of the Department of Education, held in the office of the Minister on Saturday, the 13th of January, 1923.

This meeting was of an informal character and so conducted as to admit of a free and frank interchange of views with regard to a number of matters brought by the Alliance to the attention of the Minister, in what has been known as the Alliance Manifesto.

TEACHERS' CONTRACTS

The first question discussed was that having to do with the form of contract. The Alliance representatives urged for such a revision of the agreement form as would provide for the hearing or investigation being held, before notice of termination may be given, in all those instances where the teacher's efficiency or conduct is in question, and where the board contemplates a termination of the agreement in force.

The discussion following reviewed the deliberations at a joint meeting of the Executive of the Trustees' Association and representatives of the Alliance previously held. The meeting referred to did not result in the trustees and teachers coming together on the common ground on this particular feature of teachers' contracts, and while there was general agreement in the present conference that it would be more fair to have the investigation precede the notice of termina-

tion, it was not concluded that such a modification would be completely satisfactory in that it entirely failed to meet the wishes of those representing the trustees as the other contracting party in the agreement.

At this stage of the proceedings the Minister of Education asked the representatives of the Alliance how they would regard the employment of a simple form of contract, eliminating Clause 5, if the School Ordinance were amended with a view to giving added protection to teachers against unfair termination of agreements which might be sought by school boards within the limits of a school term. This protection would be given:—

First, through a requirement that boards contemplating the termination of an agreement with the teacher must hold a meeting, due notice of the date and place of which must be given to the teacher, and that at this meeting the board would be called upon to discuss with the teacher the reasons for their proposed action; and

Second, that if, following this meeting, the board finally determined to give notice of termination of agreement to the teacher, the teacher would have the right to appeal to the Minister, who would have power to institute an investigation, and if the findings of the same warranted, reinstate the teacher and order that the agreement remain in force until the close of the term. The enactment would remove the necessity for

and would eliminate the Board of Conciliation now provided for in the law.

Arising out of this suggestion a long discussion took place. It was recognized that technically such procedure might interfere with the prestige of the Alliance in dealing immediately with the interests of its members in difficulties of this kind, but it was urged by officials of the Department that it had the advantage of offering prompt and effective redress in cases of unfair terminations of agreements, and those terminations which might not be in the best interests of the district and the community. As the law stands at the present time the Department is unable to interfere in any way with the decisions of boards to terminate agreements through the giving of the legal notice required.

The representatives of the Alliance urged the desirability of having the reasons of the board, as given at the hearing referred to, set forth in writing in order that the subsequent investigation might be properly based. The Minister was not ready to give any undertaking that this would be done, contending that if the Government were to accept full responsibility in the matter of over-riding the decision of boards in matters of this kind, it must be left free to devise its own means, and follow its own procedure in making the investigation.

The Alliance representatives urged the removal of all obstacles which interfered with a representative of the A. T. A. being present at investigations held by school boards, to inquire into and to discuss with teachers questions having to do with their conduct or efficiency. In this connection the Minister of Education was of the opinion that rural school boards, at least, were not prepared for legal enactment which would force them to accord to the Alliance the privilege of having an official of their organization present for the purpose of watching and protecting the teacher's interests at any investigations they were bound to hold, and stated his belief that the general public were not ready to give adequate support to any legislation of this kind.

RE PAYMENT OF TEACHERS

The Alliance representatives urged the desirability of modification of the School Law to make Two Hundred the number of days which shall constitute a school year, and thereby have the salaries of teachers engaged for less than a year, paid at the rate of one two-hundredth of the yearly salary for each teaching day. The question was discussed at considerable length, and the Minister gave an undertaking to give further and careful consideration to the request of the Alliance in this regard.

RE UNPAID SALARY OF TEACHERS

The Alliance representatives pressed for consideration of the resolution requesting an amendment to the School Ordinance, with a view to providing that the salary of the teacher would constitute a first call upon the assets of a school district. This matter was very fully discussed, the Minister pointing out that economic conditions which prevail throughout the Province were affecting school districts in a rather serious way. Perhaps 80 or 90 per cent. of the revenue raised in school districts was for the purpose of meeting the salaries of the teachers. It was urged, too, that school boards generally regard the payment of the teacher as a first obligation, and as constituting a first call upon their revenues. To make the teacher's salary a first call upon the assets of the school district would not be

practicable, in that the debenture claims would have priority and more particularly in that the procedure suggested would have the effect of interfering with the school district's ability to negotiate loans at the bank. The credit extended by the banks is invariably for the purpose of paying the salary of the teacher, and the banks require the current taxes as security. The Minister was unable to conclude that effect could be given to the request made in the resolution, and moreover, it was not the judgment of the meeting that such action would result in a more prompt discharge of obligations to teachers.

The meeting was in general agreement that the school grant as earned in any particular term, ought to be applied to the payment of the salary of the teacher who had taught during the period for which the grant was payable.

It was also felt to be only fair that upon the request of a teacher applying for a position, the school board should be willing to give such a statement of its finances as would acquaint the teacher fully with the prospects for prompt payment of his salary as the same became due.

There was general agreement also among those present that it would be only fair that an accumulated balance of salary as owing at the close of a term should bear an interest charge until such time as the claim was settled in full. It was thought that it might be arranged to embody this protection in the agreement form.

STATUTORY HOLIDAYS

The request of the Alliance to have Easter week made a statutory holiday period was discussed at some length. Difficulties in the way of making such holiday period apply generally in all types of schools were pointed out. The Minister undertook to give further consideration to this question. The desirability of dispensing with Arbor Day, Ash Wednesday, Empire Day and the King's Birthday as statutory holidays was also considered at the meeting.

TEACHER REPRESENTATION ON SCHOOL BOARDS

In reply to a suggestion made in the Manifesto that any obstacle in the way of teachers being allowed to sit with school boards in a consultative capacity be removed, the Minister stated that he was not aware that any legal obstacles existed; that there was nothing in the Ordinance which prevented a school board making provision whereby any person or persons might sit with them in an advisory capacity, if the school board saw fit to invite them to do so.

ALLIANCE REPRESENTATIVE ON EXAMINATIONS BOARD

The Minister stated that he was prepared to appoint a representative of the Alliance to the University Matriculation and High Schools Examinations Board, and that the Alliance is now free to nominate someone for appointment by the Minister.

PENSION SCHEME

The Minister questioned the advisability of introducing a pension scheme for teachers at this particularly difficult time. He expressed a willingness, however, to consider with the Alliance any scheme which they might later prepare and present.

REVISION OF CURRICULUM

When the committee is appointed to take care of the criticisms of the New Courses of Studies for Public Schools the Alliance will be granted the privilege of

nominating some member to be appointed to sit with this committee.

INSPECTORS' REPORTS

Deputy Minister Ross said he was quite willing to meet with Alliance representatives re High School Inspection, and method of issuing reports to teacher and board.

The Chief Inspector promised that copies of inspectors' reports would, in the case of all schools where four or more teachers are employed, be transmitted to the teachers by the Inspector, and that the practice whereby the boards make and transmit the copy to the teacher would be discontinued.

The Minister expressed a desire to see something in the way of a definite system of grading teachers on a basis of capacity and efficiency, in order that rural school boards, more particularly, might have, through copies of reports submitted, some idea as to the standing and ability of the various teachers who might be seeking employment with them. It was contended by Mr. Newland that hard and fast rules of grading were difficult to frame, and that their application could be depended upon only when the tests were spread over a long period and based upon a series of inspections. The Chief Inspector recognized the force of this contention, and stated that the present system of inspection did not hope to determine fine shades of efficiency in the grading, but he held strongly to the opinion that since the work of an inspector was confined to the classroom, and that making judgments of this character constituted a very large part of his work, he could at least within broad limits say whether or not the capacity and effectiveness of the teacher would be characterized as "Weak," "Fair," "Average," "Good," or "Excellent." The factors which are now considered by inspectors as a basis for making these determinations, are those which have been generally recognized in all grading schemes as being of the most significance. In any event, the only organized effort in the Province to place such attempts at grading on a proper basis is being made through the Provincial Inspection force.

The Minister stated that what he had in mind was some scheme whereby a rural school board might be able to ask for a good teacher and be assured of securing one if they were prepared to pay adequately for the services of such. At the present time no matter what a board is prepared to pay, and no matter how earnest and sincere they may be in their desire to secure the services of a well equipped and efficient teacher, there is too great an element of chance involved. Any progress made along the line of grading teachers would be of assistance in removing the desirability under which boards work in this particular regard. Moreover, the bringing of such a policy into operation would have the effect of improving the chances of efficient teachers in securing the more desirable positions. The Minister emphasized the fact that he would be hopeful that the scheme would have the double effect: namely, that boards prepared to provide suitable conditions and pay adequate salary could secure a strong teacher, and further, that the teachers best fitted to do good work would be remunerated accordingly.

QUESTIONS ARISING OUT OF THE M'EWAN APPEAL

Not touched upon.

EMPLOYMENT BUREAU AND DISPUTES BETWEEN ALLIANCE AND SCHOOL BOARDS

Not touched upon. No time.

Local News

EDMONTON PUBLIC SCHOOL BOARD SICK PAY ALLOWANCE

The following schedule for sick pay allowance has been adopted by the Edmonton School Board. The School Ordinance allows a minimum of 20 days' sick pay per year. To this basal rate a school board may, under the Ordinance, add as it sees fit. Accordingly, the Edmonton Board will pay to a teacher of three years' standing the 20 days' minimum, plus 8 days' additional pay, making 28 days' pay in all. The subjoined table will show the amount of sick pay which the Board will allow up to a maximum of 60 days.

| | |
|---|---------|
| 1st year, per Ordinance, | 20 days |
| 2nd year, per Ordinance, plus 4 days, | 24 days |
| 3rd year, per Ordinance, plus 8 days, | 28 days |
| 4th year, per Ordinance, plus 12 days, | 32 days |
| 5th year, per Ordinance, plus 16 days, | 36 days |
| 6th year, per Ordinance, plus 20 days, | 40 days |
| 7th year, per Ordinance, plus 24 days, | 44 days |
| 8th year, per Ordinance, plus 28 days, | 48 days |
| 9th year, per Ordinance, plus 32 days, | 52 days |
| 10th year, per Ordinance, plus 36 days, | 56 days |
| 11th year, per Ordinance, plus 40 days, | 60 days |

A MEETING OF THE A. T. A.

(To the tune of "A Hot Time in the Old Town Tonight.")
Now do you all know there is a local of the A.T.A.;
We have good meetings every month in a jolly old way;
No special privileges to anyone, just equal rights for all;
So come along and get your feet wet in a meeting at the hall.

CHORUS

When you hear that new chairman begin,
Take your part to drive away all sin,
And when a discussion's on, everybody jump in;
We'll have a fine time in the hall tonight.

Bring your girl, come one, come all;
Yes, we'll have cake, coffee, cream, and all;
And then we'll plan for dance or a ball;
We'll have a grand time in the old school tonight.

There's a place for every teacher in our local A.T.A.
Do your duty, take an interest, the work will stay;
In future years perhaps it will benefit us all,
So come along and bring your troubles to a meeting in the hall.

A Normal School Student.

CLARESHOLM

On Saturday, January 27th, the Claresholm Local Branch of the A.T.A. held their annual organization meeting. There were eleven teachers present, and the following officers were elected:

President, Mr. W. L. Irvine.

Vice-President, Mrs. Strang.

Secretary-Treasurer, J. J. Kain.

A membership committee was appointed to canvas prospective members. The next meeting will be held

in the Claresholm School the last Saturday in February, at 2.30 p.m., and we would be pleased to have this announced in the next issue of the A.T.A.

Please address all further communications to me.

J. P. KAIN,
Secretary-Treasurer.

EDMONTON

At a meeting of the Edmonton Public School Teachers' Alliance, held in McKay Avenue School on Tuesday evening, January 16th, the policy of the Alliance was discussed at considerable length under the following agenda:

1. A consideration of the question of maximum salary adjustment.
2. Approval of the adoption of the salary schedule of the late School Board.
3. A consideration of the question of the Board's forming a Committee of the Whole to meet teachers as a Conference Committee, and also a discussion of representation.
4. A discussion with respect to remuneration for the teacher in charge of a small school within the boundaries of a large school, where the principal of the large school assumes the principalship of the small school as well.
5. A discussion of the present system of paying teachers' salaries.

It was a well represented meeting, and the problems were faced in a way that proves the interest of the teaching body in the organization. There was a decided note of optimism as well, and a desire that the most careful administration be continued in the work of the Alliance.

L. GRACE GIBSON.

ORION

A meeting of our Orion Local Branch of the A.T.A. was held in Orion on Friday, January 19th. This was followed by a social, which as usual was thoroughly enjoyed.

The nature of the discussions held at this meeting serves to show that the teachers who attend are alive to the needs of their profession.

A pleasing feature of the socials here is the excellent feeling existing between the trustees and teachers.

(MRS.) MINNIE S. PARKER.

CALGARY

The Calgary High School Teachers' Alliance held their social evening on Friday, January 15th, in the Board of Trade Rooms. At a previous meeting of the Local it was agreed that the meeting should take the form of a social gathering at frequent periods.

With this idea in view a committee was chosen, with Mr. W. Adamson, of Crescent Heights, as convener, and an interesting programme was prepared.

Court whist was played by the loyal supporters of the Alliance present, with the result that Miss McPhail, of Central High, and Mr. Smith, of Crescent Heights, were the prize winners, while the consolation was won by Mrs. T. E. A. Stanley and Mr. W. Williams.

A musical programme followed, and the artists, Miss Riddell, Mr. Arthur Newcombe, and Mr. W. Williams distinguished themselves.

Refreshments were served, and the National An-

them closed one of the most successful social events given by the Alliance.

The next series of lectures under the auspices of the High School Teachers' Alliance will be given by Dr. Allen, Professor of Geology in Alberta University, on Friday, January 26th.

The subject, "Oil Development in Alberta," should prove particularly interesting to the profession at this time, and nodoubt will be listened to by a large audience in the Board of Trade Rooms.

February 16th has been arranged as a suitable date for the next lecture to be given by Prof. Pitcher.

The Calgary teachers welcome back Miss McNab, and trust the New Year finds her restored in health, and able to carry on the work in South Calgary High in her usual efficient manner.

The January general meeting of the Calgary Public School Teachers' Alliance was held on Friday evening, January 12th, in the auditorium of the Mount Royal School. This change of place for holding the meeting was announced by the President as having been necessary because the Central Collegiate had no vacant evenings for several weeks. The candidates for Provincial honors, Messrs. W. M. Davidson and C. J. Ford, for the Calgary division, were present by invitation, and addressed the teachers, placing their views with special reference to Education before them. The candidates were in fine form, and many expressed regret that both could not be elected. Mr. W. M. Davidson, editor of the *Morning Albertan*, was the successful candidate. After the speeches, business was attended to with much interest and enthusiasm. The teachers accepted with very great regret the resignation of their representative to the Calgary School Board. The work of Mr. F. Speakman has been very highly spoken of by the Board members and by the Calgary teachers, and his unflinching tact and good judgment paved the way for a renewal of the favor from the School Board in allowing continued representation to the teachers for 1923. A hearty vote of thanks and appreciation for his services during 1922 was tendered him by the teachers.

Mr. J. W. Verge, Principal of the Riverside School, was chosen unanimously to be the representative for 1923 to the Calgary School Board.

The fraternal delegate to the Trades and Labor Council was appointed in the person of Mr. J. T. North, of the staff of the Prevocational School.

The sick pay committee are continuing their labors, and are much gratified with work accomplished to date, and much interest is aroused over a possible change of policy by our School Board with regard to accumulated sick pay.

With regard to the series of questions being prepared by the various locals on different subjects in the new course of study, a meeting of the Grade Teachers was called by our Superintendent, Dr. A. M. Scott, at the McDougall School, on Monday, January 8th.

The Grades met in different rooms, and after a general discussion, committees were appointed to formulate a series of questions based on the different subjects apportioned. This policy, advocated by the Provincial body, has aroused much interest, and a general meeting of the teachers has been called for Feb. 6th, to take up in detail several subjects. Certain proposed amendments to the Constitution will also be considered.

The resignation of Miss M. McEachern and Mr. R. L. Harvey from our Executive were accepted with regret. The continued illness of Miss McEachern made necessary her resignation. We sincerely hope

for a speedy recovery. The duties of Mr. Harvey as Art Instructor to the evening classes of teachers prevents him from attending our meetings since Christmas.

Miss J. Calder, of the Connaught School, was appointed to one of the vacant positions, and one is yet to be filled.

There is quite a lot of sickness in Calgary at this time of the year among the school population. Can it be possible that our mild winter is somewhat to blame? As we write, already this month, there have been 120 cases of measles, and nearly 40 of scarlet fever, and many rooms have been closed for short periods.

The loyal supporters of the High School Alliance in Calgary were treated to another interesting address given by Dr. Allin, Professor of Geology, in the University of Alberta.

Dr. Allin addressed the Calgary Board of Trade on Friday, January 26th, at a noon day luncheon, and in the same rooms at 8 o'clock met the High School Teachers' Alliance. The subject, "Oil Development in Alberta," proved a very timely subject, and the hearers were given some first-hand information in regard to the hidden wealth of Alberta. Dr. Allin spoke without fear or favor, and won the admiration of both audiences in Calgary, and the hour and a half in the evening proved much too short for this interesting subject, handled by "The Power Behind the Throne," as he was named by the mover of a vote of thanks. The teachers learned that oil development is just in its infancy, as only twelve wells have been sunk to a completion in Alberta, and the most promising of these appears to be near the Southern boundary. This proved somewhat of a bombshell to those educators who have been investing their "remuneration for love of service" in other districts, but Dr. Allin poured oil on troubled waters by assuring them that the geologists had still much to learn of Alberta, and oil has a habit of appearing in unlooked-for localities.

This is a third of a series of lectures conducted by the High School Teachers' Alliance, and the interest shown by the members is very encouraging to the committee in charge, and it is hoped that another term will see a more extensive programme.

Mr. J. D. Ferguson, of the Crescent Heights Collegiate, has been re-elected representative to the School Board meetings for another term.

The Resolutions Committee are industriously attempting to adjust the resolutions sent in from different schools, and no doubt will have a considerable number of amendments ready for discussion in the next issue.

GEORGE CROMIE.

General News

SCHOOL BOARD ESTIMATES MUCH HIGHER

Estimates for education for 1923 compiled and passed by the Finance Committee of the School Board Wednesday afternoon call for an expenditure of \$1,161,980 above estimated income, as compared with \$1,063,212 in 1922, and \$1,030,784 in 1921.

Of this sum \$439,000 is for public school teachers and \$12,000 for new teachers. It is estimated that at least eight new teachers will be required for the High

School staff alone next fall to meet the rapidly increasing high school enrollment.

The proposed removal of the Crescent Heights School from the Balmoral School to the King George School will cost, if carried out, approximately \$5,000. This will include the removal of the school equipment from King George to Balmoral.

The estimates by departments, omitting the details, and giving the figures for the two preceding years' expenditures, are:

| | Expended 1921 | Expended 1922 | Estimates 1923 |
|----------------------------------|------------------|------------------|-------------------|
| Debentures— | \$245,654.75 | \$257,487.67 | \$270,980.25 |
| Administrative Expenses— | \$25,955.31 | \$27,965.19 | \$29,150.00 |
| Bank Interest— | \$9,200.00 | \$9,838.07 | \$9,000.00 |
| Salaries— | \$669,210.16 | \$714,552.65 | \$733,730.00 |
| Supplies— | \$45,780.77 | \$46,467.02 | \$46,650.00 |
| Furnishings and Equipment— | \$6,660.69 | \$6,589.87 | \$4,075.00 |
| Buildings, Supplies and Grounds— | \$73,767.35 | \$74,414.96 | \$73,000.00 |
| Miscellaneous— | \$42,816.05 | \$34,877.61 | \$34,394.75 |
| Grand Total— | \$1,120,407.47 | \$1,173,294.50 | \$1,253,380.00 |
| Income— | \$89,623.16 | \$90,082.57 | \$91,400.00 |
| Net Estimated Expense— | \$1,030,784.47 | \$1,083,212.50 | \$1,161,980.00 |

This budget will be submitted to the School Board at its regular meeting February 13th.—*The Albertan*.

TEACHERS PROTEST CUT IN SALARIES

MONTREAL, Jan. 8.—The beginning of a campaign, which, it is stated, may extend into Ontario and even throughout the Dominion, was commenced Friday evening, when reduction of salaries of elementary teachers was mooted at a meeting of School Trustees, to which teachers were invited, held at Verdun, a suburb of this city. At this meeting the teachers were informed by the Chairman of the Trustees that the Board considered that salaries were too high, and a minimum of \$950 was suggested for elementary teachers.

Miss C. C. Smilie, President of the Verdun Branch of the Protestant Teachers' Association of Quebec Province, affiliated with the Federation of Teachers of Canada, stated last night that a meeting of the Executive would be held this evening to consider the matter, and that a general meeting of the teachers would be held later in the week to protest against salary reductions.

REFUSE SALARY CUT

Absolute refusal to consider or submit to any reduction in salaries was the stand unanimously adopted by the teachers of the Protestant Schools at Verdun, at a meeting held there on January 12th.

DENTIST ON TRIAL FOR ADVERTISING IN PAPERS

TORONTO, Dec. 11.—Eighty-five days ago Dr. W. A. MacLaren, dentist of Toronto, was tried before the Discipline Board of the Royal College of Dental Surgeons for an offence against professional ethics of advertising in the daily papers his skill and his materials.

In the words of the Dentistry Act, under which he was arraigned, the alleged offence was that he had been guilty of conduct "infamous, scandalous or improper."

No decision has yet been handed down by the directors of the Royal College of Dental Surgeons, and Dr. Maclaren, chafing under the long delay, has now appealed to the Attorney-General, Hon. W. E. Raney, to take the matter up.
—*Toronto Globe.*

WESLEY COLLEGE TO BE SUED

WINNIPEG, Dec. 19.—Claiming \$50,000 damages for alleged wrongful dismissal, Prof. W. G. Smith has entered suit against Wesley College here.

He has registered a statement of claim in the King's Bench and the announcement is made that the College Board has decided unanimously to fight the claim.

Prof. Smith, formerly a member of the Faculty of the University of Toronto for 20 years, was appointed to the Wesley College September 1, 1921, continuing as a member of the staff to July 5, 1922, when he was advised that his services were no longer required.

Analecta

THE electors of Brandon, Manitoba, have had their first opportunity to express an opinion as to the action of their Board of Education in insisting last spring on an arbitrary cut of 25 per cent. in teachers' salaries, even at the risk of losing the services of the entire staff, as they did. Half the Board is re-elected annually in November. At the recent elections only four of the five retiring members sought re-election. When the result was announced it was found, according to press despatches, that not one of the members whose votes precipitated the trouble last spring was re-elected. The trouble was not merely a disagreement as to salary scale. The teachers were quite willing to leave this to arbitration. It was partly a question as to the relative importance of public education as compared with other forms of civic expenditure, and partly a question as to whether men with a due sense of the importance of the teachers' work would have found it necessary to run the risk of disorganizing the schools by such a sweeping change in the personnel of the school staff, merely on the ground of economy and without opportunity of adequate public discussion.

—*The School.*

SCHOOLBOY HOWLERS

Perhaps the most famous "howler" is the school-boy's description of the equator as a "menagerie lion running around the earth." That brilliant and unpremeditated play upon words was written more than a few years ago. But the advance of education has not apparently made the school-boy "howler" any less rare. This is proved by the latest crop of "howlers" gathered by the London (Eng.) County Council and embodied in the annual report on examinations set in the junior county and trade scholarships.

There is a peculiar rich and wholesome humor about the school-boy's mistakes of this character. Unconsciously they often hit upon the most bizarre constructions and combinations of ideas which no conscious effort could produce. The fact that they are so drolly ingenious gives them a spontaneity and an excellence that could never be captured were they merely ingen-

ious. Sometimes they utter something very true in terms of the ridiculous, and this quality imparts to them a native raciness all their own.

In a geography test one boy ventured the opinion that "Southampton is south of Hampton. Belfast is in Scotland. Coventry is in Scotland and sells flowers and vegetables. Nottingham I don't know." The truth will out! History seems to have floored most of the young hopefuls. To many the Armada was a ship, a kind of a ship, a steamer, and a passenger ship sunk in the last war—never a fleet. One boy said Sir Walter Scott was playing football when he saw the Armada; another that Nelson was playing "bowels," and a third that Drake was indulging in golf.

Queen Elizabeth was described as "a good queen but not a good woman," another adding the sagacious observation that "had she reigned another five years she would have had a diary." Joan of Arc, ventured another young genius, was "burnt at the steak," an association of ideas subtly humorous. This about the Sahara is particularly choice: "Nothing exists in the Sahara but a few caucuses." And is this opinion regarding the Prince of Wales so wholly absurd: "He done more good than all our pompous old ambassadors rolled into one." The defining of a stowaway as a "boy who eats too much" cannot be considered an unnatural "howler."
—*The Abertan.*

QUIZZING IS NOT TEACHING

"Quizzing isn't teaching," said Dr. D. W. Hamilton, of the Education Department of the State College of Washington, in a talk to the faculty, in which he emphasized the importance of selecting and arranging the subject matter of a course, as important as the presentation and procedure in recitation.

"Teaching is development. The aim of education is habits," said Dr. Hamilton.

On Feb. 8, Dr. C. W. Stone will talk on "Recitation vs. the Lecture Method of Teaching." Twice a month the staff of the Experiment Station and the faculty of the Agricultural College meet for discussion of such subjects of mutual interest as Agricultural Economics, Publicity, Administration, Teaching Methods, Fellowships, Scholarships and Graduate Students, Experiment Projects, Requirements for Graduation in Agriculture, Radio Programs, and advanced study for the members of the staffs.

24,000 FEET OF FILM COLLEGE WILL LEND

There are 5,000 feet of new moving picture film on mining anthracite coal and other mining operations, 9000 feet of Ford scenics and agricultural education pictures, 4000 feet of "Cinderella," with little Mabel Taliaferro starring, and 6000 feet of good comedies—a total of 24,000 feet of new film—ready for distribution to schools and clubs by the general extension division of the State College of Washington.

ALUMNI SCHOLARSHIP FUND GROWS FAST

In two months contributions to the scholarship fund for the assistance of worthy and struggling students, alumni State College of Washington have given \$265. The plan is eventually to have a yearly subscription to the fund of at least \$1.00 from every one of the 2200 graduates, and each of the future alumni as they go out of college. This sum will be given by the Alumni to the Board of Regents to invest in sound securities, the interest only being used for scholarships to ambitious boys and girls.

Communications

Calgary, Alta., January 25th, 1923.

Mr. John W. Barnett,
General Secretary-Treasurer,
Alberta Teachers' Alliance.

Dear Sir:

I beg to acknowledge yours of the 12th inst.

Today I received the sum of one hundred and forty three dollars (\$143.00) from the Prairie Valley S. D. No. 1259. The Secretary-Treasurer states that they will pay the remaining two hundred dollars (\$200.00) soon.

I am indeed grateful to you for securing the above amount for me. Kindly accept my thanks.

Where I am boarding, I am in contact with a number of Normal students. By telling them what you have done for me, I have gained a number of members for our Alliance.

Again thanking you for your attention and courtesy, I am,

Yours truly,
GRATEFUL MEMBER.

Not a Hundred Miles From Edmonton, Jan. 23, 1923.
The Secretary, Teachers' Alliance.

Dear Sir:

Would you kindly let me know if a teacher can teach on a Professional 3rd and a non-Professional 2nd class certificate, under the North-west Territories Act?

This lady taught over 20 years ago with these qualifications, and has never taken up any schooling or taught since, until a year ago.

Her relatives, who are the trustees, hired her against the wishes of the greatest part of the ratepayers. I was put in as one of the trustees for this term, but am unable to do anything against the other two. We had 13 applications for teacher, the greatest part of these qualified teachers.

There are three families in the district have taken their children out of school and put them in other schools, as they weren't getting the proper work.

The Department has given some kind of an extension or permit to allow her to teach.

Is it possible for the Teachers' Alliance to do anything?

Thanking you, I am,

Yours truly,
TRUSTEE.

J. W. Barnett, Esq.,
10701 University Ave., Edmonton, Alta.
Dear Mr. Barnett:

Your letter of August 31st last has been a reproach to me for months. I had intended to answer you very promptly, but in the first place our school this year is so very heavy with crowded classes that my school work and the other work that I simply used up all my strength and energy. Then, towards the end of November, I had a serious illness which laid me aside absolutely from work for some weeks. I was out of school for four weeks. I went back, however, at the beginning of this year, and have been finding that I am able to carry my school work, but not able to do very much more. However, I feel myself gaining

strength now right along, and hope to be up to normal in the near future.

Just as soon as possible I will make a study of that Pennsylvania material on Efficiency Grading to write it up on the *Globe*; then I will send the material for your use. So far as I have been able to discuss the matter with any Ontario teachers, I find an absolute unanimity of opinion on the matter of Efficiency Grading. It might be summarized as something like this:

It would be theoretically the right thing to pay teachers according to merit rather than according to length of service. The difficulty lies in the practical application of any merit system. Our teachers would absolutely oppose any grading by merit which was based upon one man's opinion for one year, no matter who he was. On the other hand, if there could be a system of grading which would be based upon the combined opinions of, say, a principal, an inspector and the teacher himself, as well as a record of the teacher's work in school and his extra study out of school, and this be an accumulative record covering at least from three to five years, then many of the teachers would be willing to have some such system as that tried out.

I know of only two places in Ontario where it has been tried—Hamilton and St. Catharines. As to St. Catharines, I know only what I saw in one of the St. Catharines papers, and I judge from that record that it was extremely unpopular with the teachers. In Hamilton, it has been in operation for a couple of years and the teachers are extremely dissatisfied with it, but for some reason—possibly lack of efficient organization—their discontent has not broken out into open rebellion. I imagine if they had the same unity of organization and strong leadership as you have in your part of the world, there would have been a great rumus there within the last year. I am not sure of the names of the Presidents of their teachers' organizations in Hamilton, but if you would write to Mr. Walter Clark, B.A., of the Collegiate Institute, Hamilton, he could tell you the people to write to for information, and possibly he could tell you the names of two or three teachers in St. Catharines, to whom you might write.

I trust you have had a good year in Alberta so far, and I wish you the best of success in your work.

With kindest regards,

Yours sincerely,
E. A. HARDY.

Department of Education, Deputy Minister.
Winnipeg, January 27th, 1923.

Mr. J. W. Barnett,
10701 University Ave., Edmonton, Alta.

Dear Sir:

At the request of Mr. E. K. Marshall, Portage la Prairie, I beg to send you the following information concerning our Advisory Board:

It consists of twelve members. One of these is elected by the School Inspectors, one by the High School and Collegiate teachers, and two by the Public and Intermediate school teachers. The Lieutenant-Governor-in-Council appoints eight, two of whom are chosen from the trustees of rural school districts. The term of office is two years and dates from the first day of August.

The powers of this Board are set forth in section 20 of the Education Department Act, as follows:

(a) To make regulations for the dimensions, equipment, style, plan, furnishing, decoration and ventila-

tion of school houses, and for the arrangement and requisites of school premises;

(b) To examine and authorize text books and books of reference for the use of pupils and school libraries;

(c) To determine the qualification of teachers and inspectors for high and public schools;

(d) To determine the standard to be attained by pupils for admission to high schools;

(e) To decide or make suggestions concerning such matters as may, from time to time, be referred to them by the Department of Education;

(f) To appoint examiners for the purpose of preparing examination papers for teachers' certificates, and for examination of pupils seeking to enter high schools; which examiners shall report to the Department of Education;

(g) To appoint sub-examiners for the entrance, teachers' and other examinations, which sub-examiners shall report to the Advisory Board;

(h) To prescribe the forms of religious exercises to be used in schools;

(i) To make regulations for the classification, organization, discipline and government of normal, model, high or public schools;

(j) To determine to whom teachers' certificates shall be granted, and to cancel certificates at any time granted, with power to recognize certificates granted outside the Province instead of an examination;

(k) To decide upon all disputes and complaints laid before them, the settlement of which is not otherwise provided for by law.

I am enclosing a copy of the amendment to the "Educational Department Act" in 1920, establishing a Board of Reference.

Yours truly,
R. FLETCHER,
Deputy Minister.

BILL NO. 106, 1920

An Act to amend "The Educational Department Act", Province of Manitoba.

His Majesty, by and with the advice and consent of the Legislative Assembly of Manitoba, enacts as follows:

(1) "The Educational Department Act," being chapter 58 of the Revised Statutes, 1913, is hereby amended by adding thereto the following section:

BOARD OF REFERENCE

20A. (1) There shall be constituted a board to be known as "The Board of Reference"; said board shall consist of three members to be appointed by the Lieutenant-Governor-in-Council, one representing the school trustees of the Province, one representing the school teachers of the Province, and the chairman of the board who shall be neither trustee nor teacher.

(2) The members of the said board shall receive such remuneration as the Lieutenant-Governor-in-Council may from time to time determine.

(3) The said board of reference shall have power:

(a) To cause inquiry to be made into and to investigate all cases where it is made to appear to the board upon complaint of any person or organization that a disagreement between teachers and trustees has arisen, and wherever the Board has reason to believe that such a disagreement is likely to arise, and to make such report thereon as is just and reasonable, having regard to all parties involved in such dis-

putes and the special circumstances existing, or likely to come into existence, in the matter affected.

(b) To act as a board of arbitration at the request of either party to any dispute between any board of trustees and their teacher or teachers and, when so acting, such board shall exercise all the powers regarding the attendance of witnesses and the production of documents as are vested in the Court of King's Bench in civil cases;

(c) To deal with such matters as may be referred to them from time to time by the Lieutenant-Governor-in-Council.

(2) This Act shall come into force on the day it is assented to.

Editorial

THE MINISTER UNDER FIRE

THE Alberta Teachers' Alliance may well congratulate Hon. Perrin Baker, Minister of Education, on his firm stand at the recent Trustees' Convention. His position was undoubtedly difficult, but he succeeded admirably in steering a middle course between the extreme position of the 361 trustees present and the repeated request of the Alberta teachers for a greater measure of protection against the possibility of unfair treatment at the hands of school boards. If these three or four hundred trustees represent the deliberate opinion of the Provincial body of trustees, then it is clear that Alberta trustees are opposed to giving the teacher a right of appeal from unjust dismissal or termination of contract.

The Minister's stand was reasonable, fair, and deliberate, and will be applauded by every member of the A.T.A.

W. M. DAVIDSON, M.L.A.

The election of W. M. Davidson, editor of the *Calgary Abertan*, to a Calgary seat in the Provincial Legislature, will be the occasion of very great and very general satisfaction on the part of members of the Alberta Teachers' Alliance. And this for several reasons. To begin with, it goes without saying that the Alliance still harbors a feeling of deep gratitude for the *Abertan's* timely aid when war a *l'outrance* was declared a few years ago by the Minister of Education at the time, Hon. George P Smith, and the Alberta trustees, at their Calgary Convention in 1921, on the official organization of Alberta teachers. At a time when the press of the Province was, as a whole, vigorously, and even bitterly, opposing the teachers, and when even the "saving remnant," which may have had some sympathy with the aims and ideals of the teaching profession of the Province, was too discreet, or too faint-hearted, to intrust its sentiments to cold print, Mr. Davidson, almost alone, sounded a clear-toned protest against the fatuous policy of ruining our Alberta educational system by "baiting" our

teachers, and coercing their organization into a state of impotence. Not only by his pen, both facile and trenchant, but also by the space he gave in his paper to publicity for the teachers' side of the case, he well served the cause of true education in this Province.

But aside altogether from his interest in education, Mr. Davidson, both as a newspaper man and as a legislator, is a "progressive" of the best type. His refusal to be bound by conservative traditions, or to repeat faithfully the old party shibboleths; his independence of judgment and his high courage—these are qualities which go towards the making of a public man of which Alberta can well be proud.

THE TRUSTEES' CONVENTION

We learn from reliable sources that the Trustees' Convention held during the present month at Calgary, compared with the two previous gatherings, was a comparatively dignified assemblage. It was only when the trustees came to discuss the question of contracts, and the Minister's offer to provide for some appeal from a decision of a school board who might be guilty of unjust action in dismissing a teacher, that the old "swat the teacher" element gained the ascendancy. As might be expected, President Rae, who, by the way, was no longer a school trustee, lived well up to his reputation as leader of the tenacious, remorseless "swat the teacher" brigade. Mr. Wingate, of Nanton, was an ideal second in command, and used the phrase "Star Chamber work" in reference to the Minister's tactful endeavor to effect a just compromise on this long vexed dispute between the Trustees and the Alliance. Another member of the convention, who hurled at the Minister's head the charge of being the father of the Teachers' Alliance, was rewarded with a position on the next year's Executive of the Trustees' Association. One uninformed as to what has heretofore been the tone of the Trustees' Conventions might have supposed that such phrases and charges had been coined with the deliberate intention of insulting the Minister of Education, but we can assure the Minister and all our readers that, after having had a representative at all recent conventions, it can truthfully say it was only when they launched into this tirade of abuse that the Trustees' Convention assumed their normal condition.

This year, however, it was the inspectors who came in for a gruelling at the hands of the trustees. Charges of incompetence, lack of responsibility, laziness, etc., were coming thick and fast until the Deputy Minister rose in their defence. He did just the very best thing to put a stop to the irresponsible "chivvying" of the inspectors, which chivvying seemed to merit hearty applause from the majority of the trustees present. Mr. Ross took particular notice of one of the most prominent grievance laden denunciators of the Inspectors

and made him specify his name, school district, nature of complaint, etc., and stated that he would get into touch with Edmonton and find out just what was the condition of affairs in the school district concerned. A decided timidity was immediately apparent on the part of the complainant; he "passed the buck" to the lady trustee beside him, but it was evidently impossible to withdraw from the position taken, and the information was hesitatingly given. One charge was that in this school district there had been only four inspections in fourteen years. Now, what are the actual facts of the case. This school district, Mr. Ross informed the convention some time afterwards, had not been organized fourteen years; two years were spent in quarreling over the site for the school; that the school had been inspected regularly each year, with one exception; that the school had seldom operated throughout the entire year. Hearing Mr. Ross's reply to these charges one could come to no other conclusion than that this particular school district was a veritable hotbed of dissension and quarrel. One trustee got up and defended the Inspector and was applauded in many cases (a party was observing things from the gallery) by the selfsame trustees who had clapped just as vigorously when the inspectors were being denounced. The point is this: how many of the irresponsible charges and cheap gibes against the teachers would be made if some teacher had the same privilege as had the Minister and Deputy Minister in the case of the inspectors, to rise, ask for definite charges to be made, and afterwards be given the privilege of exposing their likely falsity.

The Minister gave the Trustees a very effective "rub" when the Trustees voiced the attitude: "Here you are, Mr. Minister of Education. We passed certain of our last year's resolutions on to you. What have you done with them? Defend yourself before your judges." The Minister bluntly told them that, if they expected their resolutions to be seriously considered by the Government it would be necessary for the Conventions to convince him that their deliberations were worthy of being considered seriously. A vote had just been taken by show of hands, and after the usual fumbling, it was, as usual, re-voted on and the showing of hands was altogether different. The Minister was, asked in the meantime what had been done with the similar previous year's resolution and he replied to the above effect, and further informed the trustees that he had observed that in two minutes, two different votes had been taken on the question before the house, with two entirely different results. Well done Sir! We would like to have put it just that way ourselves. We can assure the Minister of Education that there is no uncertainty in the minds of the delegates at the Annual General Meeting as to what those who send them to the Convention intend them to do. All resolutions have been thoroughly discussed at local meetings beforehand, and the delegates come instructed as to how they are to vote.

—J. W. B.

The Trustees and Salaries

The following letter has been received:

Lougheed, Alberta, January 27th, 1923

J. W. Barnett, Edmonton.

Dear Sir:

I know that it may sound selfish in these hard times for the farmer, but could you not arrange to have a representative at the coming Trustees' Convention, to present some of the arguments for not lowering the teacher's salary?

Most of the School Boards along this C.P.R. line seem to be sending their delegates with resolutions to get the trustees of all districts to agree to offer lower salaries, and not consider applications at \$1200.

A MEMBER

We beg to point out to Member that there is very little use in endeavoring to present the views of the Alliance before the Trustees' Convention. Our experience has been that, judging from the atmosphere at previous Trustees' Conventions, the delegates have not shown any tendency to acknowledge that the teachers have any rights whatsoever; that the delegates assembled have given us the impression that they do not desire any suggestions to be made by the teachers along the line of what salary should in justice be paid to him, or what security of tenure of position should be accorded to him. Practically every question brought before the Conventions was subjected to the closest scrutiny from the economic standpoint only, rather than on its merits or demerits from the educational angle. How will it affect the taxes? Will it mean an increase or a decrease in the mill rate? That seems to be the prominent attitude of the delegates at the Trustees' Convention, and persons other than trustees who have attended the different conventions during recent years have voiced the opinion that the majority of trustees appointed are serving with the main object in view of operating the school for the shortest possible period during each year, and with the cheapest possible teacher. This being so we must frankly admit that, even were it possible for a representative of the Alliance to present some arguments for not lowering the teacher's salary, they would be subjected to the same test, and the final result would be nil.

No, dear Member. The Teachers of Alberta must not be so quixotic as to suppose that a convention of Alberta Trustees could be induced to go on record in favor of what teachers would consider as satisfactory remuneration. "Heaven helps those who help themselves" was never so true as when we apply it to the teachers of Alberta. Oil and water will not mix, and the economic point of view of the teacher does not harmonize with that of the average trustee. If the trustees are determined to lower salaries they will do so unless the teachers of the Province are even more determined that such a thing shall not be.

Teachers have long been looking to others to do what they, and they only, can accomplish. Many seem to expect that the teaching profession (so-called) is the subject of maternal interest by school trustees and by the public generally. If maternal interest merely covers pious humbug so often expressed by representatives of public bodies when extending greetings to teachers at conventions, then the teachers of Alberta are under the protecting wing of school trustees and

public, and teachers need "take no thought for themselves: what they shall eat nor what raiment they shall put on. It is known that you have need of all these things. Teaching is the noblest of all professions and the highest of callings." Teachers have from time immemorial listened to such high-sounding phrases and been hypnotized for the time being into believing that a new era was dawning, and that at last the public and their representatives mean to do something for education and for the teacher. How we have clapped and applauded when these spellbinders expressed themselves as favorably inclined to "paying good salaries for good teachers," etc., etc. But where did it get us? What was the result? "Member's" letter shows us.

"We are where we are" just because teachers are not organized as they should be. The teacher's bargaining capacity is in direct proportion to the strength of the Teachers' Organization. The trustees know this well enough, and they also know that it was not until the teachers decided to pull together that they were able to obtain any increase in salary whatsoever. The organizing of the teachers showed the trustees that they themselves must organize and take away from the profession the advantages which had been gained in the way of increased salaries of teachers. Again and again we repeat: "The trustees and the teachers may have many interests in common, but there is no community of interest on the question of teachers' salaries." Let this fact "sink in": it must be fully apprehended. Teachers as a body have been like Pliable—the one to go half-way into the Slough of Despond, and never win through. A turning back at this time spells inevitable ruin to the teachers' economic position. Organize, organize, organize! This, and this alone, will save the situation and stem the tide of reaction. Over 900 teachers will be "unloaded" from the Normal Schools within a few months, more than the Province can possibly absorb at any one time. There is not likely to be any over-supply of teachers by Midsummer, but unless the teachers invite what happened last year they must do all they possibly can to pull together in the meantime. Salaries need not be further lowered if only the teachers themselves show a determination to "save themselves."

—J. W. B.

Cause of Education

THE Minister of Education showed up very well at the Trustees' Convention. He exhibited a great amount of strength, and showed that he has the cause of education at heart. The Convention of Trustees has not been the factor it should be in provincial education. A few years ago it was lashed into active organization by a minister of education who wanted reinforcements in a fight he had with the Alberta teachers. The first convention of trustees held after this reorganization did more to cause trouble and retard the cause of real education in this province than anything else that has occurred in recent years. The aim was to arouse the trustees against the teachers, and in that respect the aim of the former minister was successful.

Subsequent conventions have been somewhat more moderate, but have been influenced by the outrageous gathering when the war upon the teachers was first declared. The recent convention was even more mod-

erate, probably because of the influence of the present Minister of Education. However, even this convention showed at times that it is still under the evil spell of the first convention.

Mr. Baker realizes that the success of our schools depends largely upon the teacher. Systems and organization have their place, but in the last analysis the schools succeed or fail according to the strength or weakness of the teacher. Accordingly, he is sympathetic with the request of the teachers that they have some kind of protection from the unfair action of un-

reasonable and incapable school boards. The school trustees at the convention last week would hear of no sort of appeal from the school teacher against any sort of injustice from the school boards. The school trustees, they insisted, should be supreme, and attempted to fortify their assertion by a false argument from democratic administration.

The Minister of Education, to his credit, stood his ground, and insisted upon a square deal for the teacher. He showed strength and wisdom. —*Calgary Albertan.*

Questionnaires on the New Course of Studies for Public Schools

THE New Course of Studies for Public Schools has been placed in the hands of the teachers for a "try-out" of one year. It is the desire of the Alberta Teachers' Alliance to obtain the views of the teaching body of the Province upon the New Course. To that end, the Alliance is issuing from time to time questionnaires to stimulate and give uniform discussion and consideration to the various points that have arisen in the actual application of the Course.

Each questionnaire has been prepared on behalf of the Alliance by a committee of teachers generally recognized as being specially equipped and qualified for the particular task. At the same time it is not the intention of the Alliance to circumscribe the discussion—far from it. While any and all criticisms that the teachers may offer are desired, Locals are asked to give consideration and replies to the questions asked, if no more, and each Local is urged to hold frequent meetings with all teachers in the district present if possible, to formulate replies to the questions asked at least, and to mail immediately to the General Secretary-Treasurer.

When all replies have been received it is the purpose of the Alliance to appoint a committee representative of the teachers of the whole Province—city, town, village, rural—to crystallize these reports into one which will represent the majority opinion of the teaching body of the Province. This report will be placed in the hands of duly appointed representatives of the A.T.A. to present to the Department of Education the views of the teachers of Alberta, when the New Course of Studies for Public Schools is under final revision.

Replies to the questions will be most useful if reasons for opinions are submitted wherever possible. Actual facts and figures taken from class-room experience are criteria of first importance. Policies followed by school systems elsewhere, together with degree of success and opinions of recognized leading educators specializing in the particular field, also constitute evidence of weight.

The consideration of this course of study is the most serious purely professional question that has been presented to the teachers of any province, and it is confidently anticipated that Alberta teachers will react with energy and enthusiasm to this obligation. Members attending Local meetings are urged to bring with them their copy of the *A.T.A. Magazine* which contains the questionnaire: intelligent discussion will be greatly facilitated thereby.

JOHN W. BARNETT, General Secretary-Treasurer.

QUESTIONNAIRE ON LITERATURE

1. Will the course outlines tend to create a taste for the best in Literature?
2. Do they provide sufficient training in interpretation?
3. Does the course permit of correlation with other subjects to the fullest extent: History, Geography, Composition, Elementary Science, Art?
4. Is silent reading over-emphasized?
5. Could time be saved by correlating silent reading and History and Geography to a great extent, if suitable and interesting texts were provided in those subjects?
6. Is it necessary to have an entirely different group of selections for Literature, reading and memory work? Could more of the same selections not be used for both Literature and memorization?
7. Is it an advantage to give considerable place to modern, and especially, Canadian writers?
8. Is sufficient time allotted to Literature?
9. Do you consider that "oral reading is an over-worked art?"

10. Is not skipping a dangerous habit to encourage? Will it not develop a habit of seeking only the primrose paths? Would not abridged editions be better?

11. Is it not embarrassing to the teacher to teach selections involving religious discussion when formal religious instruction is disallowed? Why not teach that splendid piece of literature, the Bible, direct for inculcating Christian principles?

12. Does the course give sufficient scope for the individual taste of the teacher, and for adjustment to the needs of the various types of pupils?

13. Will the time spent in silent reading—"thought-getting"—be justified by increased ability to study?

14. Is the minimum too high in memorization? Too low?

15. Are you in favor of memorization in unison? What are the advantages? Does the fact that selections not in the reader have to be placed on blackboard tend to encourage memorization in unison?

16. Is the graduation from grade to grade uniform, or is the step too great at any point?

17. Are the prescribed readers satisfactory?
18. Should the school provide a larger list of books for children?
19. Should there be more reference books for teachers?
20. Would it be advisable to have good papers or magazines of literary value provided as collateral reading?
21. Should it be compulsory for all school boards to provide books for supplementary reading?
22. Is there sufficient provision for development of a sense of humor (or are we in danger of producing more Mabels)?
23. Is the course calculated to make the pupil think—not just absorb?
24. Is it wise to have public school supplementary reading overlap High School Literature, e.g., "Sohrab and Rustum," "Merchant of Venice," "As You Like It," "King Arthur"?

Grade I.

1. Does the course give sufficient direction as to method in teaching phonics? As to ways to render phonics interesting?
2. Does it show how to correlate phonics with language, music, memorization, games and rhymes?
3. Does the sentence method started too early lead to memorization?
4. Is it desirable to use printing or script in starting reading?
5. Should silent reading be introduced before the end of the first half-year?
6. Are the selections satisfactory? Is there provision for humorous stories?
7. When should phonics be started?

Grade II.

1. Do you find silent reading satisfactory seat work in this grade?
2. Would it be helpful to have further suggestions as to phonic lists and word-building?
3. Is the minimum too high? Too low?

Grade III.

1. Are two readers in addition to the Second Reader too much to cover?
2. When there are still mechanical difficulties to overcome is it wise to "provide much material for silent reading"?
3. Is there a satisfactory minimum stated for this grade? Are three stories too few?

Grade IV.

1. Is it clear as to what is included in a "satisfactory account of the selections"?
2. Do you think "building up a mental picture" a very important step in study of literature? Will acquiring that power in this grade be of great value in succeeding grades?
3. "Landseer," "Bergetta's Misfortune" and "Maid of Orleans" are bristling with big words. Are you clear as to method desired by the course in explaining them for silent reading? Shall pupils enquire meaning from teacher as they proceed, or use dictionary?
4. Do the literature or reading selections fit in with the History stories for this grade?
5. Are there too many sad memory selections?

Grade V.

1. Will books suggested in this grade create an

interest for silent reading or are they a bit difficult as to words and phraseology?

2. "The legend has an historical and geographical connection." Do the legends suggested fit in with the History stories and Geography for this grade?

3. King Arthur and his Knights appear in Grade IV. History stories, Grade V. Literature, Grade VI. History, and Grade VIII. Literature. Would it be well to confine them to Grade VI. alone?

4. Do you agree that Grade V. is the entrance to the hero-worship stage?

5. Are the pupils of this grade able to "develop ideas of character"?

Grade VI.

1. "Robinson Crusoe" and "Pilgrim's Progress" hold the wealth of incident required for this grade, but is it in the form to hold the interest of the child for silent reading?

2. Is it well to select so many poems along the same line of thought, for one grade for memorization?

Grade VII.

1. Are the aims outlined in the course the most suitable and desirable for this grade?

2. Do you consider the following suitable for this grade: "Evangeline," "The Sky Pilot," "Faithless Sally Brown," "The Trial Scene," "The Taming Scene," "David's Lament," "One Who Never Turned Back," "This Royal Throne of Kings"? Can you suggest others in their places?

Grade VIII.

1. Do you consider the following suited to this grade: "Ben Hur," "Sohrab and Rustum," "Merchant of Venice," "As You Like It," "Murder of Duncan" from Macbeth, "Christ in Flanders," "Fallen Angels"? Are there any others that you would like to see added or eliminated?

2. Is the minimum required satisfactory?

3. Is the "Ancient Mariner" valued for the scope it gives for questions rather than for educational value to the student?

4. Is the Fifth Reader satisfactory?

What is the Meaning of "Trustee"?

P. HARCOURT O'REILLY, Chairman Sep. School Board, Calgary

THE responsibility of the Trustee of the School Board towards the children of a community, towards the teachers, and towards the carrying on of the business affairs of the school, was very ably discussed at the annual convention of the School Trustees which was held here Wednesday and Thursday, in an address by the Chairman of the Separate School Board, P. Harcourt O'Reilly. Mr. O'Reilly's address created much favorable sentiment among the trustees, and impressed on them the part that they are playing in the development of the youth of the country, and how much depends on them as to the future of the country.

Mr. O'Reilly's address was as follows:

"I need hardly say that I consider it an honor to have the privilege of bidding you welcome to our city, and to have been asked to address a few words to you this morning.

"This is a meeting of the Trustees' Association of this Province, and I shall endeavor, for the few moments at my disposal, to put before you a few thoughts

of mine on the word 'trustee.' The Century dictionary defines 'trustee' as 'a person to whom property or funds have been committed in trust; they to give, hold, and apply the same for the benefit of those who are entitled according to the expressed intention either by the parties themselves or either, deed, will, settlement or arrangement of another.'

"I wonder how many of us, myself included, Mr. Chairman, are living up to what we are supposed to be—trustees. Trustees of what? We were elected for a certain purpose. How many of us have given that purpose one single thought or even pretend to fulfill it? I am afraid the majority look upon themselves as employers—employers of teachers—taskmasters, very often—whose sole end and aim is to get the greatest amount of work for the least amount of pay. I know this question from the teacher's viewpoint and also from that of the trustees', and I am afraid there are a good many of us whose whole thought is of quantity, not of quality.

"The average father of a family lives, moves and has his being in his children; their welfare is his life; their well-being his care; their education his daily thought; and yet how few of us ever think of the teacher's influence on our children, as more constant, more regular, more lasting than even that of his own. The children of today are the men and women of tomorrow. We have a sacred trust in our care, a trust to fulfill, a duty to our children, to ourselves, and to our country.

"Have you ever stopped to think, ladies and gentlemen, that our children spend more time with their teachers than with us, and yet how few of us know anything about the teacher—the people in whose hands are the destinies of those we hold most dear? We know their name—sometimes—and excepting in small communities, our knowledge extends no further. The average business man who goes to the market for his employees will not base, on dollars and cents, his estimation of the work to be done by the employee he is about to hire. His object in dealing is to get the best possible person for the position to be filled, and yet pay him the best possible wage—other things being equal. His whole end and aim in going into the labor market with the world will not be, to take the cheapest possible labor, as I am afraid is very often the case with us.

"Teachers are not what our children sometimes think they are—persons on pedestals—they are real human beings, made of flesh and blood, with full aspirations and ambitions just like ourselves—a teacher, as the case may be. In a good many cases any ambition they may have is killed by the conditions under which they are forced to exist. It is not living, ladies and gentlemen, in many cases; it is merely an existence.

"After all, we trustees do not make the schools, we do not own them; we are merely people elected or selected to look after them to see that they fulfill the purpose for which they are intended. We trustees do not come in contact with the children who attend the schools, except in very rare cases; that contact is with the teachers alone, in whose hands lies the making or the marring of the lives of our children—ladies and gentlemen, yours and mine.

"But the selection of the teachers is in our hands, and the treatment meted out to her or him by us cannot but be reflected in the school life, and from there in the home. We depend upon the teacher not merely to give our children some book knowledge, but to teach moral and mental training to those under her care. As long as human nature is human nature, and as long as psychology exists, likes and dislikes should not in-

fluence us in our conduct or attitude to those in the schools.

"Teachers may be quite good teachers in spite of the fact that their personality may not attract us, but surely this should be no reason for withholding from them our confidence, loyal backing, and whole-hearted support in carrying out their object in life, and in doing for us what we are not in a position to do for ourselves. Dissatisfied employees cannot do satisfactory work, and the mentality of a teacher cannot but be influenced by her environment and the circumstances under which she is forced to live. Their work must suffer, and the lives of those we hold most dear must suffer, too.

"A teaching life is a hard life, and in many cases it is a very lonely life. To us the hours may seem short, but few of us know anything whatever of the mental strain and the nerve-wrecking problems that call for solution. Their work does not begin nor end with school hours. Correcting examination papers, checking up home work, making monthly reports, all take time, etc., and all of which entail an amount of work out of school hours—an amount of overtime which might surprise us if we were but fully informed. Let us try to get the teacher's viewpoint; there are two sides to every question, as you know. Let us try to be a little more honest, a little more loyal, and a little more sympathetic. Frankly, it is in our interest, and it is good business. Let us get good teachers and pay them well; then, if they are not worth it, they are not worth keeping at all. I trust what I have said will be taken in the spirit in which it has been said—full of kindness, full of sympathy to those who like myself, are just trustees—a term which means much if we really desire to take the trouble to live up to what we are supposed to be—'trustees'."—*Calgary Herald*.

Items from Overseas

(M. J. G.)

Mr. W. J. Roxburgh, the Sixth Form master at Lancing College, Sussex, has been appointed the first headmaster of Stowe School, the new Public School founded at the historic home of the Dukes of Buckingham, near Buckingham.

Mr. Roxburgh, who is a tall, good-looking Scotsman with curly hair, is 34 and a bachelor. He was educated at Charterhouse, Trinity College, Cambridge, and the University of Paris.

English literature and science will be prominent features of the curriculum at Stowe.

A committee of women has been formed to give advice with regard to the most economical and efficient way of organizing the catering, laundry work, and housework of the school.

* * * * *

The Carnegie United Kingdom Trust handed over to the Ross-shire (Scotland) Education Authority last November, the Imperial Hotel, Stormoway, which has been converted into a hostel for girls from the rural district of Lewis attending.

* * * * *

So that the boys of the new Stowe School (Buckinghamshire), Baroness Kinloss's former seat, shall have their meals cooked to perfection, the ladies' committee, headed by Lady Gishborough, is inquiring at London's

leading hotels and restaurants to learn the most efficient methods of catering on a large scale.

One advantage of the mansion is that the boys need not fear the wettest winter, for the house is so dry that some of the wall paper still looks new, though it has hung there for 150 years.

• • • • •

A party of teachers sailed on the S.S. Montclare



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Last fall, thirty-four Canadian teachers received their B.A. degree through the facilities of Queen's Summer School and Extra-Mural Courses. The summer session offers an opportunity to teachers for higher qualifications. Both Pass and Honor Courses are offered.

Write to Mr. George Cromie, Commercial High School, Calgary, for a copy of the Queen's Summer School Students' Bulletin, and read the students' opinion of the work.

Fifty-two Alberta teachers took extra-mural courses from Queen's University during the winter.

Register before April 20th, and commence extra-mural work May 1st.

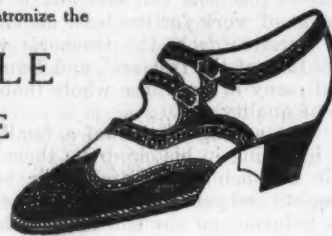
from Liverpool for Canada on Friday, December 8, under the auspices of the Fellowship of the Maple Leaf, 13, Victoria Street, S.W. Some of these teachers go direct to teaching appointments in the West, while others enter the Normal College for training.

A further party is in process of formation for sailing on February 8. This latter party will be personally conducted by one of the office staff of the Fellowship of the Maple Leaf. —*The Teachers' World.*

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This Bureau or Institute would function in providing the teachers of the Province as a whole with the means of—

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- (2) Improving their professional qualifications;
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- (5) Providing a **Correspondence Department**, with full facilities for keeping in constant touch with its clients;
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- (8) **A Question Bureau and Consulting Department.**

There is already a Province-wide call for courses in **Art, Citizenship, Intelligence Measurement, Performance and Efficiency Tests.** These, therefore, would probably be the first courses to be organized.

This is merely a tentative proposal: **What do you think of it?**

Send in your suggestions as to what departments, courses, or lines of professional activity you are interested in.

The response to this proposal will be taken as a criterion of the attitude of Alberta Teachers towards the advancement of their professional and academic proficiency; and a flying start will mean much to the scheme.

Use for your reply the form given below; tear off and mail immediately.

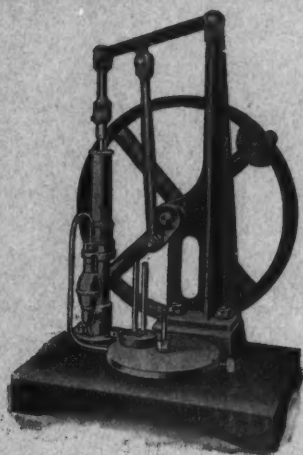
To Jno. W. Barnett,
Gen. Sec.-Treasurer, Alberta Teachers' Alliance,
10701 University Ave., Edmonton.

Name.....
Address..... School..... No.....
Subjects or courses in which I am interested.

Further suggestions as to other ways in which such an Institute or Bureau might be serviceable.

(N.B.—The filling in of this form entails absolutely no obligation whatever; it is merely to be used in a preliminary survey for the purpose of obtaining information.)

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